Abstract: The current curriculum applied in schools in Indonesia refers to the competency based curriculum focusing on students’ competence. Recently, the Indonesian government published 2013 curriculum which changed the paradigm in English teaching. Moreover English is not a compulsory subject anymore even for elementary students. The condition contradicts to the aim of global community where English is admitted as one of most widely spoken languages in the world. Indonesia is heading to AEC in 2015 emphasizing on the students’ ability to join global competition. As a multicultural country in this multicultural society we must respect and keep our own culture as our identity. One way to achieve it is through education. The multicultural education principally is a kind of education that highly respects differences (Mahfud:2010) therefore we need to create multicultural curriculum. The multicultural curriculum should integrate character education. According to Sulistyowati (2012) that Pengembangan Pendidikan Budaya dan Karakter Bangsa in 2010 determines five aims of character education for Indonesian students. Therefore through this paper I invite curriculum developers and teachers to work hand in hand in preparing Indonesian’s students future to join in global competition as a global community.

Keywords: curriculum, competence standard, basic competence, multicultural curriculum, character education

Background

Indonesia is one of ASEAN countries having a potency to grow and develop to be a developed country. To achieve this purpose Indonesia should work hard in many things including education. This condition is in line with things that have been written in AEC Blueprint as a guide for ASEAN countries to create AEC in 2015. Historically, after economic crisis occurred in South East ASEAN countries, the leaders of those countries have made an agreement in KTT-9 in Bali in 2003 that they will build ASEAN Community in terms of politic (ASEAN Political-Security Community), economy (ASEAN Economic Community), and socio culture (ASEAN Socio-Cultural Community) that is known as Bali Concord II (Buku Menuju AEC 2015 disusun oleh Depdag).

Educational and Cultural Department implemented entrepreneurial programs in schools. This is done in order to grow the entrepreneurial spirit among Indonesian youth to join in global competition. The important thing is the ability to use international language admitted by international world known as English. Honna stated that the concept of English as a Multicultural language is based on the fact that English stays as an indispensable language for intranational and/or international communication in Asia and other parts of the world (2008:69). The English language is needed to build relationship so that they can build mutual understanding among them.

Talking about the world and how children try to bring the world closer to them with their own effort in understanding it is done using their own knowledge. Vygotsky’s (1978) concept of learning as socially and culturally mediated and Bakhtin’s (1978) concept of language as involving dialogic relationships provide the theoretical framework for my central arguments: children subjectively locate themselves in the languages, cultures and communities in which they find themselves construct their meaning of the world (Maguire, 1997). Children are our future generation therefore we should help them to understand the world they are living. Children have their own understanding about the world based on their culture and knowledge thus the role of adults around them is to help them building their knowledge towards the world without forgetting their cultures.

The English teachers in accommodating entrepreneurship programs should use English as a medium of communication based on the literacy level. In order to achieve this goal, the English teachers should consider having English entrepreneurship program taught in schools because without mastering the English language first, it is impossible for Indonesian young generation to be able to compete in global world especially in facing AEC in 2015. By putting English entrepreneurship program into curriculum, the teachers will be easier to help the students understand the English and use English to do entrepreneurial things.

Curriculum refers to a very broad field of inquiry that deals with what happens in schools and other educational institutions, the planning of instruction, and the study of curriculum plans are implemented. A curriculum in school context refers to the whole body of knowledge that children acquire in schools (Richards, 2001:39). We realize that our country Indonesia is a multicultural country therefore teachers should create a multicultural curriculum. Multicultural is a condition involving or including people or ideas from many different
countries, races, or regions (Longman, 2004:1081). This definition fits to describe Indonesia as a multicultural
country.

The government published the law for education known as National Educational System no 20 year
2003 chapter 11 verse 1 stated that it is a mandatory for state and local government to guarantee the acceleration
of qualified education for all Indonesian people. Unfortunately through many changes in curricula applied in
Indonesia the quality of human resources is still at the bottom level compared to other Asian countries. It is
proved by the data taken from UNDP published in 2013 about Human Development Index showed that
Indonesia is on the rank no 121 out of 187 countries in the world.

Department of National Education (Depdiknas, 2001:3) stated that Indonesian government has done
many efforts to improve the quality of national education through curriculum development, evaluation system
improvement, learning material development, books and teaching aids increment, learning means and facilities
development, teacher’s competence improvement and the improvement of school leaders’ quality. The result is
unsatisfactory as Indonesian human resource quality index is still low. The HDI of Indonesia in 2012 is 0,629
below the average of 0,64 for countries in the medium development group and below the average of 0,683 for
countries in East Asia and Pacific (UNDP, 2013). This HDI of Indonesia shows that Indonesia has lower
position than Philippine.

Through this paper, that is part of my dissertation, I urge English teachers to be aware of the
development occurred in Indonesia and to keep up with the government’s program. AEC in 2015 is not a
frightening event but a challenging moment to improve our young generation to participate in global world
starting from Asian countries. One thing must be listed in the multicultural curriculum is the character building.
We want to have good Indonesian students’ character who preserve their own culture therefore character
education will build good character of Indonesian entrepreneurs. With regards to AEC in 2015 that has been
planned by Asian countries, Indonesian students should be exposed with lots of English cultures, for instance the
English language. If they have mastered the English language, they can negotiate and build better mutual
understanding in global world without leaving the multicultural values.

Method
This study is descriptive in nature. Isaac and Michael (1981: 46) stated that the purpose of descriptive
research is to describe systematically the facts and characteristics of given population or area of interest, factually,
and accurately. One of the characteristics of descriptive research is used in the literal sense of describing
situation or events. The data were described systematically in order to get better result. Another scholar,
Singarimbun (1982:2) states that the goal of descriptive research is to explain and to qualify a fact and object. In
this case the writer gives factual information about the upcoming AEC and the object that is a multicultural
English curriculum.

The writer only describes the phenomenon occurred in this country regarding the government’s plan in
2015. The AEC is a good start to prepare our young generation to participate in global community. To make
them ready teachers should develop better curriculum to help them achieve the goal that is to be qualified human
resources. The curriculum that I propose through this paper is called a proposed multicultural English curriculum
towards AEC for young learners. In order to conduct the research, the writer divides the method into two steps
namely data collection method and data analysis method.

Data collection method
This method is used to gather the data. The writer used documentary research as she documenting
relevant information concerning AEC from the blueprint of AEC in 2015 compiled by Depdag.

Data analysis method
The writer analyzes the data regarding English language as a widely spoken language in the world
including in Asian countries. With reference to the ability of using English, I propose a multicultural English
curriculum. English is no longer a compulsory subject in Indonesia therefore this phenomenon is contradictory to
the upcoming event that is AEC in 2015. The information will be analyzed accordingly based on the factual
information and real condition of Indonesian students especially about English language curriculum.

Findings
The Minister of National Education of Indonesia, Mohammad Nuh, has approved the 2013 curriculum
in which the English is no longer a compulsory subject taught in schools but as an optional subject taken based
on students’ interest. The curriculum concerns more on subjects deal with civic, nationality and religious things
such like PKN (Pendidikan Kewarganegaraan), Agama dan Bahasa Indonesia. Those subjects have more time
in teaching at schools because the government wants to create good character students who have good attitude,
nationality and faith. Thinking about the students’ character, can we rely only on those subjects? The students’
character will be built better if they understand and know their own cultures. The cultures are implemented in their attitude and behavior. Another thing that we should think is the students’ competences.

The students’ competences still become the basis to develop a curriculum. One thing that needs to be seriously concerned is the English language. The English should be taught formally and informally in school but in different way, for example in accordance with the AEC, the English lesson can be taught embedded with entrepreneurship program. English is used as a medium of communication to support the entrepreneurial activity like negotiation. The students will learn to use English in more practical way by assigning them to have a role play. The negotiation will be done in English and the students should know the expressions used in negotiation. The topic can be varied from formal and informal negotiation to make the students creatively expressed their ability in using English in negotiating.

The cultures that the students should know is the way people communicate in negotiation, for example how to greet the participants involved in the negotiation, how to open the negotiation, how to lead the negotiation and how to end the negotiation. The cultures might be in the form of the greeting cultures, the body language, the forbidden things to do in negotiation, etc. The students will learn English practically and also apply the entrepreneurship theory in direct way. A role play is a good activity to do because the students can work in a group. Work in group activity can help students who have lower ability to improve their ability by learning from their peers.

The proposed multicultural English curriculum accommodates character building into the curriculum because character building is a representation of a culture. A nation who knows well of its history is a great nation. A great nation will create good character human resources. Indonesia has Pancasila and Bhinneka Tunggal Ika as Indonesian philosophy. This philosophy has strong foundation to build Indonesia becomes a multicultural country which has qualified human resources.

Below is the example of a proposed multicultural English curriculum (adopted from Implementasi Kurikulum Pendidikan Karakter, Sulistyowati:2012):

a. Curriculum structure

<table>
<thead>
<tr>
<th>Subject classification</th>
<th>Scope</th>
<th>Implementation of cultural values and nation character</th>
</tr>
</thead>
</table>
| Aesthetics             | This subject classification is aimed at improving sensitivity, the ability to express and ability to appreciate beauty and harmonious. | 1. Do the activity of language, art and culture, skill and relevant local content through learning and extra-curricula self developing.  
2....... |

b. Curriculum content

1. subjects and developing character values

a) scope and purpose of subject

<table>
<thead>
<tr>
<th>No</th>
<th>Subjects</th>
<th>Scope</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| 1  | English entrepreneurship | This subject covers the ability to do spoken communication in global context with the following aspects: listening, speaking, reading and writing | 1. This subject is aimed at improving students’ English spoken competence  
2. To grow entrepreneurial spirit regarding cultural values and to be able to compete in global world |

b) competence standard and basic competence

<table>
<thead>
<tr>
<th>No</th>
<th>Subject/class</th>
<th>Competence standard</th>
<th>Basic competence</th>
</tr>
</thead>
</table>
| 1  | English entrepreneurship/ 4 graders | 1. listening  
2. speaking  
3............. | 1. responding by doing action  
2. responding to a simple verbal instruction  
1....... |

c) subjects and developing character values

<table>
<thead>
<tr>
<th>No</th>
<th>subjects</th>
<th>Developing character values based on school graders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>elementary 1-3 graders 4-6 graders</td>
</tr>
<tr>
<td>1</td>
<td>English entrepreneurship</td>
<td>Nationality, care for the environment, respect achievement, respect achievement, creative</td>
</tr>
</tbody>
</table>
c. Developing cultural education and nation character
   Principally, the development of cultural education and nation character is not included as a main topic but integrated into school subjects, self development and school culture.

d. Learning content
   The learning content is determined by referring to the competence standard and educational management based on school graders.

e. Learning outcome
   Learning outcome is determined in basic competence with the range between 0-100%. Ideal outcome criterium for each indicator is 75%.

f. Graduation
   Graduation is done at the end of every academic year. The criterium for graduation is arranged by related technical directorate.

g. Life skill education
   curriculum For Elementary Schools Can Integrate Life Skill Education Covers Personal Skill, Social Skill, Academic and/or vocational skill.

h. Education based on local and global strengths
   Education based on local and global strengths is the education that utilizing local strengths and the need for global competitiveness in economical aspect, culture, language, information technology and communication, etc that give benefits for developing students’ competences.

Conclusion
   The proposed multicultural English curriculum towards AEC for young learners describes young learners’ competences in applying their personal skill integrating character values. To have a good character entrepreneurial student, teachers should understand the competence standard and basic competence needed in each subject classification. Teachers should integrate cultural values into the subjects therefore the learning outcome will represent the achievement of the indicators needed to build the students’ character. Life skill education integrates into curriculum in order to support the students’ skills. Moreover, the teachers should utilize local strengths and global competitiveness into curriculum to create students who are ready to join in global community.

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